

WALHALLA MIDDLE
177 Razorback Lane
Walhalla, South Carolina 29691

GRADES 6-8 Middle School

ENROLLMENT 742 Students

PRINCIPAL Dianne L. England 864-638-4575

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	16	20	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Average	No
2004	Good	Below Average	No

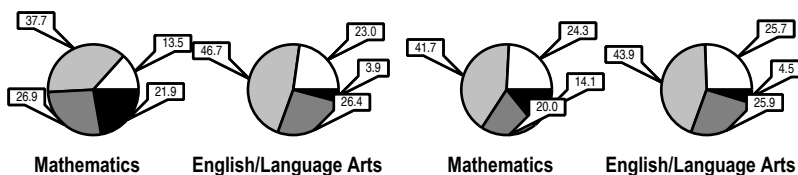
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	737	99.3	22.5	47.0	26.6	4.0	41.5	Yes	Yes
Gender									
Male	394	99.2	26.0	48.8	23.3	1.9	34.5		
Female	343	99.4	18.4	45.0	30.2	6.3	49.5		
Racial/Ethnic Group									
White	619	99.5	18.9	46.0	30.4	4.7	46.7	Yes	Yes
African-American	20	100.0	42.1	47.4	10.5	0.0	21.1	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	93	97.9	43.2	54.5	2.3	0.0	9.1	No	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	596	99.3	17.0	45.7	32.3	4.9	49.7		
Disabled	141	99.3	45.9	52.6	1.5	0.0	6.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	737	99.3	22.5	47.0	26.6	4.0	41.5		
English Proficiency									
Limited English Proficient	20	90.0	83.3	16.7	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	717	99.6	20.9	47.8	27.2	4.1	42.6		
Socio-Economic Status									
Subsidized meals	342	99.4	33.3	49.5	15.0	2.1	27.5	Yes	Yes
Full-pay meals	394	99.2	13.1	44.9	36.5	5.5	53.5		

Mathematics - State Performance Objective = 15.5%									
All Students	737	99.6	13.1	37.9	27.0	22.0	59.9	Yes	Yes
Gender									
Male	394	99.5	12.4	39.4	27.0	21.2	57.4		
Female	343	99.7	13.9	36.1	27.1	22.9	62.7		
Racial/Ethnic Group									
White	619	99.5	11.0	36.5	28.3	24.2	63.0	Yes	Yes
African American	20	100.0	21.1	42.1	21.1	15.8	47.4	I/S	I/S
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	93	100.0	25.6	47.8	18.9	7.8	40.0	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	596	99.7	8.3	34.5	30.3	26.9	69.0		
Disabled	141	99.3	33.8	52.6	12.8	0.8	20.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	737	99.6	13.1	37.9	27.0	22.0	59.9		
English Proficiency									
Limited English Proficient	20	100.0	45.0	50.0	5.0	0.0	5.0	I/S	I/S
Non-Limited English Proficient	717	99.6	12.2	37.5	27.7	22.6	61.4		
Socio-Economic Status									
Subsidized meals	342	99.4	19.9	42.8	24.8	12.5	46.5	Yes	Yes
Full-pay meals	394	99.8	7.3	33.7	29.0	30.0	71.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	254	98.8	28.5	39.7	27.3	4.5	31.8
	Grade 7	258	99.6	21.3	46.3	30.3	2.0	32.4
	Grade 8	251	99.6	15.4	53.8	27.1	3.8	30.8
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	239	100.0	29.1	41.9	25.2	3.8	29.1
	Grade 7	251	98.4	20.6	48.1	26.7	4.5	31.3
	Grade 8	248	99.6	19.3	51.2	26.2	3.3	29.5

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	254	99.6	11.1	25.9	30.9	32.1	63.0
	Grade 7	258	100.0	15.1	37.6	22.4	24.9	47.3
	Grade 8	251	100.0	15.8	49.8	22.0	12.4	34.4
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	239	100.0	12.4	32.9	29.9	24.8	54.7
	Grade 7	251	99.6	7.7	33.3	31.3	27.6	58.9
	Grade 8	248	99.2	20.2	49.8	17.3	12.8	30.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 742)				
Students enrolled in high school credit courses (grades 7 & 8)	14.3%	Down from 15.6%	17.2%	14.6%
Retention rate	1.7%	Down from 3.7%	2.0%	3.0%
Attendance rate	97.5%	Up from 97.1%	96.1%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.8%		5.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.1%		4.6%	5.3%
Eligible for gifted and talented	21.2%	Up from 20.0%	19.7%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.2%	Down from 22.3%	14.8%	13.9%
Older than usual for grade	2.4%	Down from 3.9%	3.2%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.9%	Up from 3.0%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 51)				
Teachers with advanced degrees	56.9%	Up from 46.3%	51.1%	48.7%
Continuing contract teachers	88.2%	Down from 90.7%	86.2%	81.7%
Highly qualified teachers**	90.9%	N/A	90.9%	90.4%
Teachers with emergency or provisional certificates	6.5%		3.8%	5.3%
Teachers returning from previous year	92.7%	Down from 93.7%	87.3%	85.1%
Teacher attendance rate	95.9%	Down from 96.5%	94.7%	94.8%
Average teacher salary	\$42,019	Up 2.2%	\$41,074	\$40,566
Prof. development days/teacher	8.4 days	Down from 9.5 days	10.3 days	11.0 days

School				
Principal's years at school	5.0	Up from 3.0	4.0	3.3
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.0 to 1	22.9 to 1	21.3 to 1
Prime instructional time	92.3%	Down from 93.0%	89.5%	89.3%
Dollars spent per pupil*	\$5,651	Up 5.3%	\$5,770	\$5,821
Percent of expenditures for teacher salaries*	66.4%	Up from 57.6%	62.5%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	79.9%	Up from 76.0%	95.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.0%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

For the second year Walhalla Middle School earned Silver Award status from the state for our improvement in student achievement. As a result, we received a monetary award of \$5,500.00. This money was used to help purchase a portable laptop computer lab.

To provide additional help to those students scoring below basic on the PACT test, we continued to offer an after school program that met two afternoons per week all year. In addition, a summer program was offered for those needing assistance to promote to the next grade.

Our staff development for last year focused on improving instructional practices and addressing state standards through a team process of evaluating teachers lesson plans. We will continue this process. Also, because PACT does not give diagnostic information on students as to strengths and weaknesses in subject areas, a computer based testing program, MAP, Measurement of Academic Progress, was initiated. This will give teachers specific skills information and levels on each student. This will help us to tailor instruction to individual needs.

This year we will focus our efforts on improving literacy skills with the addition of a reading specialist teacher who will work with students needing extra help in reading. We will also be training all staff members and implementing this year a program of Positive Behavior Support. It is a proactive and positive approach to discipline with the goal of having a safe, civil, and productive school. We are able to receive this training through a grant from the state.

All of these initiatives are taken in an effort to provide our students with the best education possible.

Dianne L. England, Principal

Sharon Hedden, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	57	216	114
Percent satisfied with learning environment	93.0%	77.6%	90.4%
Percent satisfied with social and physical environment	98.2%	80.4%	85.0%
Percent satisfied with home-school relations	94.7%	87.3%	70.5%

*Only students at the highest middle school grade level at this school and their parents were included.